

Subject	Autumn 1(8)	Autumn 2(7)	Spring 1(6)	Spring 2(5)	Summer 1(6)	Summer 2(7)
<b>Reading</b>	<p>Recommending books that they have read to their peers, giving reasons for their choices. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p><i>Shakleton's Journey – William Grill(3)</i> <i>Chromatography – Text</i> <i>Heston's Craziest Recipes – Text</i> <i>Mentoes and Coke - Text</i></p>	<p>Making comparisons within and across books. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p><i>Private Peaceful – Michael Morpurgo</i> <i>Kensuke's Kingdom – Michael Morpurgo</i> <i>Lilian Bader – Text</i> <i>Do Not Stand at my Grave and Weep – Mary Elizabeth Frye</i> <i>'Twas the nightbefore Christmas – Clement Clarke Moore</i> <i>A Christmas Carol – Charles Dickens</i></p>	<p>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p><i>Wonder – R J Palacio</i> <i>Beetle Boy – M G Leonard</i> <i>The Hobbit – JRR Tolkien</i> <i>The Wolves in the Walls – Neil Gaiman (2)</i> <i>The Explorer – Katherine Rundell</i></p>	<p>Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p><i>Kick – Mitch Johnson</i> <i>Street Child – Bertie Doherty</i> <i>Floodland – Marcus Sedgewick</i> <i>William Kamkwamba – Text</i> <i>How do Parachutes Work – Text</i> <i>How do Solar Panels Work? - Text</i></p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied</p> <p><i>Helen Sharman – text</i> <i>The Listeners – Walter De La Mere</i> <i>The Storm keeper's Island – Catherine Doyle</i> <i>Cogheart – Peter Bunzi</i> <i>Cosmic – Frank Cottrell-Boyce</i> <i>Millions – Frank Cottrell-Boyce</i></p>	<p>Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning</p> <p><i>Hidden Figures – Margot Lee Shetterly(2)</i> <i>Mae Jemison – Barghoone</i> <i>The Highway Man – Alfred Noyes</i> <i>Where is the Love Black Eyes Peas</i> <i>Piece by Piece – Kelly Clarkeson</i></p>
<b>Writing</b>	<p>Letter Writing Newspaper Reports Poetry</p> <p><i>Giant's Necklace – Michael Morpurgo</i> <i>The Ridge (Film Clip)</i> <i>The Dreadful Menace (Film Clip)</i></p>	<p>Character descriptions Setting descriptions Persuasion</p> <p><i>Letters from the Lighthouse – Emma Carroll</i> <i>When the Sky Falls – Phil Earl</i></p>	<p>Explanation Text Character/setting descriptions Myth</p> <p><i>The Hero Twins</i> <i>Dan Jolley and David Witt</i> <i>Twitch – Phil Earl</i></p>	<p>Debate Letter Writing Instructions Blackout Poetry</p> <p><i>The Explorer – Katherine Rundell</i></p>	<p>Narrative Non-Chronological Report Narrative</p> <p><i>Brightstorm – Vashti Hardy</i> <i>The Wolves in the Walls – Neil Gaimann</i> <i>Journey – Aaron Becker</i></p>	<p>Narrative Narrative Poetry Instructions</p> <p><i>Cosmic – Frank Cottrell Boyce</i> <i>The Highway Man – Alfred Noyes</i></p>
<b>SPAG</b>	<p>Commas, word class, nouns and formation of nouns using prefixes and suffixes, conjunctions, verbs, adjectives, adverbs</p>	<p>Prefixes, prepositions, inverted parenthesis, relative pronouns, relative clauses, subordinate clauses, relative clauses</p>	<p>Modal verbs, subjunctive verb forms, cohesive features, relative pronouns</p>	<p>Fronted adverbials, prepositions of time and place, dictionary work, passive and active, semi colon, expanded noun phrases</p>	<p>Synonyms and Antonyms, prepositions, prefixes</p>	<p>Nouns to verb, adjective to verb, single dashes</p>
<b>Speaking &amp; Listening</b>	<p>Speak audibly and fluently with an increasing command of Standard English. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Harvest Poetry for Harvest Festival.</p>	<p>Articulate and justify answers, arguments and opinions. Gain, maintain and monitor the interest of the listener(s). Delivery of War Poetry in community assembly</p>	<p>Articulate and justify answers, arguments and opinions</p>	<p>Articulate and justify answers, arguments and opinions. Participate in discussions, presentations, performances, role play, improvisations and debates</p>	<p>Articulate and justify answers, arguments and opinions. Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>	<p>Articulate and justify answers, arguments and opinions</p>
<b>Mathematics</b>	<p>Number and Place Value Decimals</p>	<p>Addition and Subtraction Multiplication and division – Powers of 10</p>	<p>Multiplication and division – formal written methods</p>	<p>Fractions, decimals and percentages.</p>	<p>Fractions – calculating Measurement – area and volume</p>	<p>Geometry – property of shape – angles Geometry – properties of shape</p>

	Geometry – Properties of shape	Multiplication and division – Properties of number	Geometry – Position and direction	Measurement – length, mass and capacity		Statistics
Science	Properties of Materials	Changing Materials	Living Things and their Habitats <i>Museum Topic Box</i> <i>Field Trip – Stroud Community Farm</i>	Forces	Earth and Space	Animals including Humans
Computing	Systems and Searching	Video Production	Selection in Physical Computing	Flat-File Databases	Introduction to Vector Graphics	Selection in Quizzes
DT		Food Combining wet and dry ingredients and adapting a traditional recipe		Mechanisms Using pulleys and gears, making and building		Textiles Joining different shapes of fabric
Humanities Hist/Geog	Geography Mountains, Volcanos and Earthquakes – how do they affect us? <i>Field Trip: Randwick Woods.</i> <i>Museum Topic box</i>	History Why was winning The Battle of Britain in 1940 so important? <i>Museum Topic Box</i>	History Why did Ancient Maya change the way they lived? <i>Museum Topic Box</i>	Geography How is Climate change affecting the world? <i>Field Trip – Stroud Community Farm (Spring Term 1)</i> Cross Curricular with Science	Cross Curricular Geography/DT/Science How can we beat the flood?	History Why did Britain once rule the largest empire the world has ever seen? <i>Museum Topic Box</i>
Art	Painting/Sketching History/Geography - WWII <i>Poppies in the style of Monet</i>		Drawing/Sculpture <i>Mayan battle/war Masks</i> <i>Museum Topic Box</i>		Painting/Collage Science - Solar System <i>Collage in mixed media</i>	
RE	U2.1 What influence does believing in the Trinity have on Christian world views?	L2.8 What do Muslims Believe about God and how do they respond?	U2.6 How does the Torah influence Jewish people?	U2.4 Why might the belief that Jesus ‘saved’ people be so important for many Christians?	U2.9 How do non-religious people understand and respond to the World and life? Exploring diverse responses, including Humanist.	U2.10 How do organised and individual worldviews help people when times get hard?
PSHE	Being my Best	Me and My Relationships	Keeping Myself Safe	Rights and Responsibilities	Valuing Difference	Growing and Changing
PE	Counter Balance and Counter Tension Tennis OAA – South Cerney	Levels and Direction Hockey	Street Art Tag Rugby Swimming	The Circus Rounders Swimming	Tennis Athletics – run, throw, jump	Athletics – sprint, throw, jump Mindfulness
Music	Boomwhackers		Madina tun nabi	Building a Groove/Epoca	Balinese gamelan/Composing in ternary form	Kisne babaaya
	What shall we do with a drunken sailor? Sea shanti Chords Bass	Why we sing/intro to song writing. Gospel music Instruments Vocal decoration Structure(verse/chorus) Hooks Lyric writing	Nasheed (Islamic song) Drone Melody Microtones	Basslines Rifts Beat Rhythm Texture Articulation Tango	Gamelan from Bali Interlocking rythmns Vocal Chant Structure	A song from India and Pakistan Four part singing Rounds Arrangements

<b>MFL</b>	<b>Phonics and Pronunciation</b>	<b>Seasons</b>	<b>Ice creams</b>
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Please note that the curriculum progression documents outline the coverage within each area of the curriculum.